

SALUDA MIDDLE SCHOOL

140 Ivory Key Rd
Saluda, SC 29138

GRADES 6-8 Middle School

ENROLLMENT 492 Students

PRINCIPAL O. Jay Freeman 864-445-3767

SUPERINTENDENT Dr. Pete Stone 864-445-8441

BOARD CHAIR Ben Harrison 864-445-8632

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	31	13	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

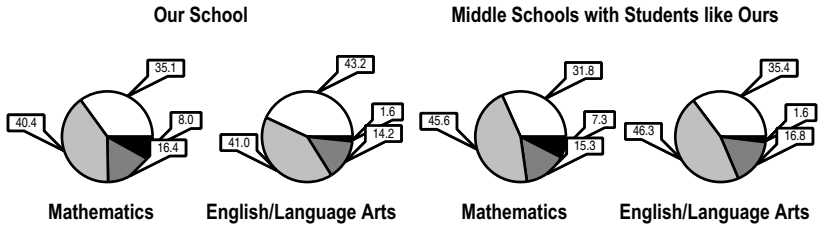
FOR MORE INFORMATION, VISIT WEBSITES AT:




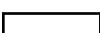
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	39	144	65
Percent satisfied with learning environment	64.9%	69.9%	65.6%
Percent satisfied with social and physical environment	71.1%	74.8%	59.4%
Percent satisfied with home-school relations	37.8%	80.6%	64.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	489	100.0	43.2	41.0	14.2	1.6	15.7	17.6
Gender								
Male	241	100.0	53.3	35.5	10.7	0.5	11.2	17.6
Female	248	100.0	34.2	46.0	17.3	2.5	19.8	17.6
Racial/Ethnic Group								
White	231	100.0	24.8	50.5	22.0	2.8	24.8	17.6
African-American	202	100.0	57.2	35.3	7.0	0.5	7.5	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	55	100.0	75.6	17.8	6.7	N/A	6.7	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	415	100.0	34.5	47.2	16.5	1.8	18.3	17.6
Disabled	74	100.0	96.8	3.2	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	87.5	12.5	N/A	N/A	N/A	17.6
Non-migrant	489	100.0	41.6	42.1	14.7	1.6	16.3	17.6
English Proficiency								
Limited English proficient	35	100.0	93.5	3.2	3.2	N/A	3.2	17.6
Non-limited English proficient	454	100.0	39.5	43.8	15.1	1.7	16.7	17.6
Socio-Economic Status								
Subsidized meals	299	100.0	56.8	35.9	7.3	N/A	7.3	17.6
Full-pay meals	190	100.0	22.5	48.9	24.7	3.9	28.7	17.6

Mathematics								
All students	489	99.8	35.1	40.4	16.4	8.0	24.4	15.5
Gender								
Male	241	100.0	36.9	36.9	17.3	8.9	26.2	15.5
Female	248	99.6	33.5	43.6	15.7	7.2	22.9	15.5
Racial/Ethnic Group								
White	231	100.0	18.8	44.5	22.5	14.2	36.7	15.5
African-American	202	99.5	47.8	39.2	11.3	1.6	12.9	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	55	100.0	62.2	26.7	6.7	4.4	11.1	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	415	100.0	28.9	42.8	19.1	9.3	28.4	15.5
Disabled	74	98.6	74.2	25.8	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	68.8	18.8	12.5	N/A	12.5	15.5
Non-migrant	489	99.8	33.9	41.2	16.6	8.3	24.9	15.5
English Proficiency								
Limited English proficient	35	100.0	74.2	19.4	3.2	3.2	6.5	15.5
Non-limited English proficient	454	99.8	32.4	41.7	17.5	8.4	25.9	15.5
Socio-Economic Status								
Subsidized meals	299	99.7	47.4	40.1	9.2	3.3	12.5	15.5
Full-pay meals	190	100.0	16.3	41.0	27.5	15.2	42.7	15.5

Abbreviations for Missing Data

N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample
---------------------------	--------------------------	-------------------------	--------------------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	161	N/A	37.2	35.3	23.7	3.8	27.6
	Grade 7	142	N/A	23.0	43.0	31.9	2.2	34.1
	Grade 8	136	N/A	38.3	42.1	13.5	6.0	19.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	175	100.0	51.5	37.6	10.3	0.6	10.9
	Grade 7	162	100.0	42.0	43.4	12.6	2.1	14.7
	Grade 8	152	100.0	35.0	42.7	20.3	2.1	22.4

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	161	N/A	43.2	42.6	8.4	5.8	14.2
	Grade 7	142	N/A	35.6	35.6	20.0	8.9	28.9
	Grade 8	136	N/A	45.9	42.9	7.5	3.8	11.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	175	100.0	37.0	33.9	18.8	10.3	29.1
	Grade 7	162	99.4	36.6	43.0	13.4	7.0	20.4
	Grade 8	152	100.0	31.5	45.5	16.8	6.3	23.1

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 492)				
Students enrolled in high school credit courses (grades 7 & 8)	13.2%	Down from 48.3%	11.5%	14.4%
Retention rate	0.4%	Down from 1.7%	2.9%	2.3%
Attendance rate	96.2%	Down from 96.3%	95.0%	95.2%
Eligible for gifted and talented	10.7%	Up from 10.5%	12.4%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.6%	Down from 16.6%	15.0%	14.1%
Older than usual for grade	2.4%	Down from 3.0%	4.6%	4.9%
Suspended or expelled	1.2%	Down from 1.5%	1.1%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	50.0%	Down from 52.8%	45.8%	47.1%
Continuing contract teachers	72.2%	Down from 77.8%	80.3%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	76.9%	Down from 77.4%	82.7%	84.3%
Teacher attendance rate	95.7%	Up from 94.4%	94.9%	95.0%
Average teacher salary	\$35,860	Down 4.7%	\$38,750	\$39,924
Prof. development days/teacher	17.0 days	Up from 13.0 days	10.9 days	10.7 days

School				
Principal's years at school	1.0	Down from 1.5	4.0	3.0
Student-teacher ratio	N/R	N/R	20.5 to 1	21.0 to 1
Prime instructional time	89.7%	Up from 87.5%	88.6%	88.9%
Dollars spent per pupil*	\$6,693	Up 9.7%	\$5,752	\$5,854
Percent spent on teacher salaries*	60.6%	Down from 65.3%	62.0%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.2%	Up from 89.4%	95.3%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year at Saluda Middle School marked the second year of a newly formed combination of the former Riverside Middle School and Hollywood Elementary School. Again this year, we were fortunate to have two Guidance Counselors to assist students and parents. Next year we will utilize a grant to house a school-based Mental Health Counselor in order to focus on prevention programs for individual and small group counseling.

The PTA was instrumental in assisting the school with various functions related to helping our students. Throughout the year the PTA held several business meetings in conjunction with other school functions such as dances and book fairs. In addition, they utilized funds to beautify the campus and completed a successful fundraiser.

Communities in Schools (CIS) offered after-school services through spring 2003 until services were cut due to state budget constraints. CIS goals for our students involved life skills, character education, homework assistance, tutoring, and PACT preparation. Before and after school, SMS held the following extracurricular activities: book clubs, chess club, Project MIND (Math Is Not Difficult), Spelling Bee, Pre-algebra and Algebra math lab, drama club, athletics, and Fellowship of Christian Athletes.

HOSTS (Helping One Student To Succeed) was newly implemented at SMS and involved having mentors from the community volunteer with seventh grade math students who would benefit from the one-on-one interaction for academic support. More than 35 mentors participated in the mentoring program. All students were given the opportunity to participate in job shadowing and career awareness programs. Over 400 students benefited from venturing out into the community to get a firsthand look at the job market.

Through an ongoing grant, in collaboration with the University of South Carolina, science teachers continued to incorporate cutting edge technology to achieve success with the science curriculum standards. Core teachers explored curriculum and assessment through the Standards in Practice process and were provided training in instructional strategies for extended periods. Cultural sensitivity training, specializing in Hispanic populations, was provided by graduate students from the University of South Carolina. Many of our teachers met the criteria for Proviso 1.4 in technology proficiency and 6 teachers have earned a Gifted and Talented endorsement. Language Arts and Special Education teachers are currently engaged in district-wide professional development regarding literacy and reading strategies.

O. Jay Freeman, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.